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ABSTRACT

This instructional module on program planning for older adults is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Four sections present informative material on each of the four objectives. Topics are the purpose of program planning, functions of program planners, three major categories of factors influencing the older adult population and implications of these factors for program planning, and the seven basic steps of program planning. Five case studies are provided that are designed to help the user understand the material in the fourth section. Other contents include a summary and listings of selected readings and additional resources. (YLB)

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BLOCK A

Basic Knowledge of the Aging Process

MODULE A·1

Program Planning for Older Adults

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PROGRAM PLANNING FOR OLDER ADULTS

MODULE A.1

THE ELDERLY SERVICE WORKERS' TRAINING PROJECT WISHES TO EXPRESS APPRECIATION OF THE FOLLOWING INDIVIDUALS WHO HAVE CONTRIBUTED TO THE DEVELOPMENT OF THE "PROGRAM PLANNING FOR OLDER ADULTS" MODULE.

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Introduction

What is program planning? Why should you learn more about it? For our purpose, we refer to program planning as an organized plan of action to follow when running an activity, social event, or

...a program.

How many times have you developed or participated in a social event, instructional course or interesting leisure activity? How often did the activity meet your expectations? If you said yes every time, ...

CONGRATULATIONS

However, not everyone is 100% satisfied with the results of an organized program. Often the program does not meet expectations: it does not cover what one thinks or what one was told it will cover, or it just flops due to unexpected problems. False advertising aside, in many instances it could be said that the program was poorly planned.

THIS MODULE WILL INTRODUCE TO YOU THE TOPIC OF PROGRAM PLANNING AS IT RELATES TO THE OLDER ADULT POPULATION. IT IS HOPED THAT YOU WILL FIND THIS INFORMATION USEFUL AND RELEVANT TO YOUR POSITION WITHIN THE HUMAN SERVICE FIELD. READ THE SECTIONS, TRY THE ACTIVITIES, HAVE FUN WITH THE SUGGESTED MODEL FOR DEVELOPING PROGRAMS. TRY PLANNING A PROGRAM. MAKE MISTAKES, SEE THE RESULTS. THE IDEA IS TO BECOME FAMILIAR WITH THE PROCESS. THUS, IF YOU EVER HAVE TO PARTICIPATE IN A PROGRAM PLANNING PROCESS, YOU WILL BE MORE EXPERIENCED WITH THE NATURE OF PROGRAM PLANNING.

GENERAL OBJECTIVES

UPON COMPLETION OF THIS MODULE, YOU WILL BE ABLE TO DESCRIBE:

1. THE PURPOSE OF PROGRAM PLANNING.
2. THE FUNCTIONS OF PROGRAM PLANNERS.
3. THE THREE MAJOR CATEGORIES OF FACTORS INFLUENCING THE OLDER ADULT POPULATION AND THE IMPLICATIONS OF THESE FACTORS ON PROGRAM PLANNING.
4. THE BASIC STEPS OF PROGRAM PLANNING.

THE FOLLOWING SECTION WILL PRESENT TO YOU THE REASONS WHY PROGRAM PLANNING SHOULD BE DONE.

PURPOSE OF PROGRAM PLANNING

UPON COMPLETION OF THIS SECTION, YOU WILL BE ABLE TO DESCRIBE THE PURPOSES OF PROGRAM PLANNING.

ONE OF THE MAIN FUNCTIONS OF PROGRAM PLANNING IS TO PLAN EVERY STEP OF THE ACTIVITY OR PROGRAM IN SUCH A WAY AS TO TAKE EVERYTHING INTO CONSIDERATION. FOR EXAMPLE, IF YOU GO ON A LONG TRIP, YOU WOULD PLAN FOR GAS REFILLS, MEALS, SLEEP, SIGHTSEEING, SHOPPING EXPEDITIONS AND POSSIBLE FLAT TIRES. IF YOU WERE LOOKING FORWARD ALL YEAR TO THIS ONE TRIP, YOU WOULD WANT IT TO GO AS PLANNED. AFTER ALL, YOU WILL HAVE PLACED A LOT OF HIGH HOPES AND EXPECTATIONS ON THIS ONE TRIP.

A PROGRAM NEEDS PLANNING IN MUCH THE SAME WAY. PEOPLE WHO WANT TO PARTICIPATE IN THE ACTIVITY, WHATEVER IT MAY BE, PLACE A LOT OF HOPE AND EXPECTATION ON THE PROGRAM ITSELF. IF IT DOES NOT MEET THEIR EXPECTATIONS, THEY MAY BE DISAPPOINTED, ANGRY, OR UNHAPPY. IT MAY ALSO PROVE DISAPPOINTING FOR THE PERSON OR PERSONS WHO HAD 'PLANNED' THE PROGRAM.

THEREFORE, PLANNING OF A PROGRAM IS NEEDED FOR THE FOLLOWING PURPOSES:

1) TO ENSURE AN ACTIVITY RUNS SMOOTHLY AND AS EXPECTED.
2) TO ENSURE THE ENJOYMENT OF PARTICIPANTS.
3) TO ENCOURAGE THE PARTICIPANTS TO JOIN OTHER PROGRAMS.
4) TO ENSURE THE PROGRAM WILL DELIVER THE EXPECTED RESULTS.
5) TO PREPARE FOR POSSIBLE PROBLEMS.
6) TO AVOID THE EMBARRASSING SITUATION OF A POORLY RUN PROGRAM.
7) TO DEVELOP CONFIDENCE IN THE ABILITIES OF THE PROGRAM PLANNERS FROM BOTH THE PARTICIPANTS AND PLANNER(S) VIEWPOINTS.
8) TO ENSURE MEETING TARGET DATES FOR THE STARTING AND COMPLETION OF A PROGRAM.

THESE ARE JUST SOME OF THE PURPOSES FOR PLANNING A PROGRAM. READ ON AND FIND OUT WHAT IS INVOLVED IN THE PLANNING PROCESS.

THIS NEXT SECTION WILL PRESENT TO YOU THE FUNCTION OF PROGRAM PLANNER(S).

FUNCTION OF PROGRAM PLANNER(S)

UPON COMPLETION OF THIS SECTION, YOU WILL BE ABLE TO DESCRIBE THE FUNCTION OF PROGRAM PLANNER(S).

WHO SHOULD PLAN PROGRAMS?

WHILE NOT EVERYONE WILL BECOME A PROGRAM PLANNER, THERE ARE A VARIETY OF WAYS IN WHICH ONE FINDS ONESELF INVOLVED, EITHER BY CHANCE OR CHOICE. BY NOW, YOU MAY BE WONDERING EXACTLY WHAT IS EXPECTED OF YOU WITH REGARDS TO PROGRAM PLANNING.

THE FUNCTIONS OF THE PROGRAM PLANNER ARE AS FOLLOWS:

1) INITIATE PLANS FOR A PROGRAM.
2) FACILITATE, ASSIST, PROMOTE, GUIDE, OR ENCOURAGE THE DEVELOPMENT OF PROGRAMS.
3) FACILITATE THE PARTICIPANTS INTEREST IN DEVELOPING PROGRAMS.

THE PROGRAM PLANNER DOES NOT ASSUME TOTAL RESPONSIBILITY FOR THE ENTIRE PROGRAM PLANNING PROCESS. IN FACT, THE PROGRAM PLANNER DOES NOT EVEN HAVE TO ASSUME RESPONSIBILITY FOR ANY PART OF THE PLANNING PROCESS. WHAT THE PROGRAM PLANNER MUST DO IS ENCOURAGE PEOPLE INTERESTED IN DEVELOPING PROGRAMS.

THE PROGRAM PLANNER CAN ASSUME RESPONSIBILITY FOR THE FOLLOWING:

- ENCOURAGEMENT OF THE PEOPLE INVOLVED (MEANING BOTH PARTICIPANTS AND PLANNERS.
- CREATION OF A PROGRAM.
- DEVELOPMENT OF AN ENTIRE PROGRAM.
- CO-ORDINATION OF THE PROGRAM.
- ASSISTANCE FOR HELPING OLDER ADULTS DEVELOP THEIR OWN PROGRAMS.

THESE ARE JUST A FEW OF THE ROLES OF A PROGRAM PLANNER. IT CAN BE AS OFFICIAL A ROLE AS ONE WANTS TO MAKE IT, DEPENDING ON THE SITUATION. THE MAIN POINT TO KEEP IN MIND IS THAT YOU CAN BECOME A PROGRAM PLANNER.

LOOK AROUND YOUR WORK ENVIRONMENT. WHAT DO YOU SEE AND HEAR? ARE THE OLDER ADULTS YOU ARE INVOLVED WITH BORED WITH THEIR ACTIVITIES? DO THEY HAVE GOOD IDEAS BUT NEED A SPARK OF IMAGINATION TO GET THEM STARTED? IS THERE A PROGRAM YOU WOULD LIKE TO START FOR THEM (OR WITH THEM) BUT DON'T QUITE KNOW HOW TO GO ABOUT IT? READ ON BECAUSE YOU HAVE ALREADY LEARNED THE FIRST STEP - YOUR ROLE IN THE PROGRAM PLANNING PROCESS.

THIS NEXT SECTION OF THE MODULE WILL PRESENT TO YOU SOME OF THE MAJOR FACTORS INFLUENCING THE LIVES OF OLDER ADULTS.

FACTORS INFLUENCING THE OLDER ADULT POPULATION

UPON COMPLETION OF THIS SECTION, YOU WILL BE ABLE TO DESCRIBE THE THREE MAJOR CATEGORIES OF FACTORS INFLUENCING THE OLDER ADULT POPULATION AND THE IMPLICATIONS OF THESE FACTORS FOR PROGRAM PLANNING.

PROGRAM PLANNING FOR A GROUP OF INDIVIDUALS USUALLY REQUIRES THAT THE PLANNER KNOWS SOMETHING ABOUT THE PEOPLE FOR WHOM THE PROGRAM IS BEING DESIGNED.

BEFORE YOU GO THROUGH THE STEPS INVOLVED IN DEVELOPING PROGRAMS, CONSIDER THE FACTORS INFLUENCING THE OLDER ADULT.

THE OLDER ADULT IS A VERY COMPLEX INDIVIDUAL. EACH PERSON CONSIDERED TO BE AN 'OLDER ADULT' IS A PERSON WHO HAS WITNESSED CHANGE, HISTORICAL EVENTS, THE IMPACT OF TECHNOLOGY, AND LIFE ITSELF. BUT SOMETIMES THESE LIFE EXPERIENCES ARE NOT AS EVIDENT AS THE EFFECTS OF TIME ON AN AGING INDIVIDUAL.

THERE ARE CERTAIN OBSERVABLE SIGNS AND EFFECTS OF AGING. THESE PHYSIOLOGICAL AND PSYCHOLOGICAL CHARACTERISTICS CAN INCLUDE THE FOLLOWING:

1) WRINKLES
2) FOLDS IN THE SKIN
3) DECREASE IN MUSCLE SIZE AND STRENGTH
4) DECREASE IN VISION
5) DECREASE IN HEARING
6) LOSS OF TOUCH SENSITIVITY
7) DECREASE IN SENSE OF SMELL AND TASTE

DIRECTLY RELATED TO THE PHYSIOLOGICAL AND PHYSICAL CHARACTERISTICS OF AN OLDER ADULT ARE THE PSYCHOLOGICAL AND SOCIOLOGICAL FACTORS. THESE CONCEPTS ARE DISCUSSED IN GREATER DETAIL IN THE PHYSIOLOGICAL ASPECTS, PSYCHOLOGICAL ASPECTS, AND SOCIAL ASPECTS OF AGING MODULES.

PSYCHOLOGICAL FACTORS REFER TO THE OLDER PERSON'S STATE OF MIND OR MENTAL STATE. SOCIOLOGICAL FACTORS ARE CONSIDERED TO BE RELATED TO AN INDIVIDUAL'S SOCIAL WELL BEING, OR WHERE THE INDIVIDUAL PERCEIVES HER/HIS PLACE IN SOCIETY TO BE.

ALL THREE FACTORS INFLUENCE ONE ANOTHER. FOR EXAMPLE, THE PHYSICAL ASPECT OF AGING COMMONLY MEANS THE LOSS OF CHARACTERISTICS THAT SOCIETY HAS PLACED A HIGH VALUE UPON - YOUTH, BEAUTY, SEX APPEAL, STRENGTH, AND EYESIGHT. TO A PERSON WHO CONSIDERS THESE CHARACTERISTICS TO BE VERY IMPORTANT, THE LOSS OF SOME OR ALL OF THEM COULD RESULT IN SERIOUS DEPRESSION, LONELINESS, AND EMOTIONAL DISTURBANCES.

DUE TO DEATH, AGE, RETIREMENT, OR THE INDEPENDENCE OF CHILDREN, THE ROLE OF SPOUSE, SEXUAL PARTNER, PARENT, AND CO-WORKER IS OFTEN TAKEN AWAY. THIS CAN RESULT IN A LOSS OF SOCIAL IDENTITY WHICH IN TURN MAY LEAD TO A FEELING OF LONELINESS, USELESSNESS, OR REJECTION.

SUMMARY

THERE ARE MANY FACTORS AFFECTING THE OLDER ADULT. SOME ARE OBVIOUS, OTHERS ARE NOT. EACH ONE HOWEVER, AFFECTS THE OTHERS IN SUBTLE WAYS. THE EXTENT TO WHICH THESE FACTORS ACTUALLY LIMIT AN OLDER ADULT'S DECISION TO PARTICIPATE IN A PROGRAM DEPENDS ON:

1) HOW THE PERSON VIEWS HER/HIMSELF.
2) HOW WELL ADJUSTED THE PERSON HAS BECOME TO THE EFFECT AGING HAS HAD ON HER/HIS BODY.
3) HOW SOCIETY PERCEIVES THE PERSON'S ROLE WITHIN THE SOCIAL STRUCTURE.
4) FINANCES AND EASE OF ACCESS TO THE PROGRAM.

THESE FACTORS ALL CONTRIBUTE TO THE DECISION AN OLDER ADULT MAKES REGARDING WHETHER TO PARTICIPATE IN A PROGRAM. AS A PROGRAM PLANNER, DEVELOPER, OR INTERESTED PARTY, IT WOULD HELP YOU TO RECOGNIZE THE FACTORS AT WORK BEHIND AN OLDER ADULT'S DECISION REGARDING PARTICIPATION. FOR A MORE IN DEPTH REVIEW OF THE SPECIFIC CHARACTERISTICS OF OLDER ADULTS, PLEASE REFER TO THE MODULES:

- HUMAN DEVELOPMENT ASPECTS OF AGING
- PHYSIOLOGICAL ASPECTS OF AGING
- PSYCHOLOGICAL ASPECTS OF AGING
- STEREOTYPES OF AGING

PERHAPS YOU CAN NOW UNDERSTAND WHY PLANNING IS SO IMPORTANT TO THE WELL-BEING OF AN OLDER ADULT. SUPPOSE A FEW PEOPLE EXPRESSED INTEREST IN LEARNING ABOUT PHOTOGRAPHY. A PROGRAM WAS DEVELOPED AND ADVERTISED. UNLESS THE PROGRAM CONSIDERED THE (POSSIBLE) PHYSICAL LIMITATIONS OF THE INDIVIDUALS INVOLVED, SUCH AS POOR EYESIGHT OR WHEELCHAIRS, NOT MANY PEOPLE WOULD BE ABLE TO ATTEND. AS WELL, THE PROGRAM SHOULD BE DESIGNED TO REFLECT THE BELIEFS AND FEELINGS OF THE PEOPLE INVOLVED.

THUS, PLANNING TAKES ON A NEW IMPORTANCE. IT HAS TO TAKE INTO CONSIDERATION THE FACTORS INFLUENCING THE OLDER ADULT'S DECISION TO TAKE PART IN THE PROGRAM.

HERE IS A BRIEF REVIEW OF WHAT HAS BEEN COVERED SO FAR.

1) YOU HAVE LEARNED WHAT PROGRAM PLANNING IS.
2) YOU HAVE LEARNED THE FUNCTIONS AND ROLES OF A PROGRAM PLANNER.
3) YOU HAVE LEARNED WHY PROGRAM PLANNING IS IMPORTANT.
4) YOU HAVE LEARNED OF A FEW FACTORS COMMON TO OLDER ADULTS.
5) YOU HAVE LEARNED THE EFFECTS THESE FACTORS MIGHT HAVE ON AN OLDER ADULT'S DECISION TO PARTICIPATE IN A PROGRAM.

NOW THAT WE HAVE A GOOD UNDERSTANDING OF WHAT PROGRAM PLANNING IS AND WHY WE NEED IT, LET US GET DOWN TO BUSINESS. THIS NEXT SECTION WILL PRESENT AN INDEPTH LOOK AT THE STEPS INVOLVED IN PROGRAM PLANNING.

BASIC STEPS OF PROGRAM PLANNING

UPON COMPLETION OF THIS SECTION, YOU WILL BE ABLE TO DESCRIBE THE BASIC STEPS OF PROGRAM PLANNING.

A PLAN IS AN ORGANIZED WAY OF MAKING OR DOING SOMETHING TO ACHIEVE AN END OR DESIRED GOAL. PROGRAM PLANNING IS A PROCESS THAT DEFINES A PRECISE OR EXACT PLAN OF ACTION OF A PROGRAM.

A GOOD MOTTO FOR PROGRAM PLANNING IS:

PLAN YOUR WORK

THEN

WORK YOUR PLAN

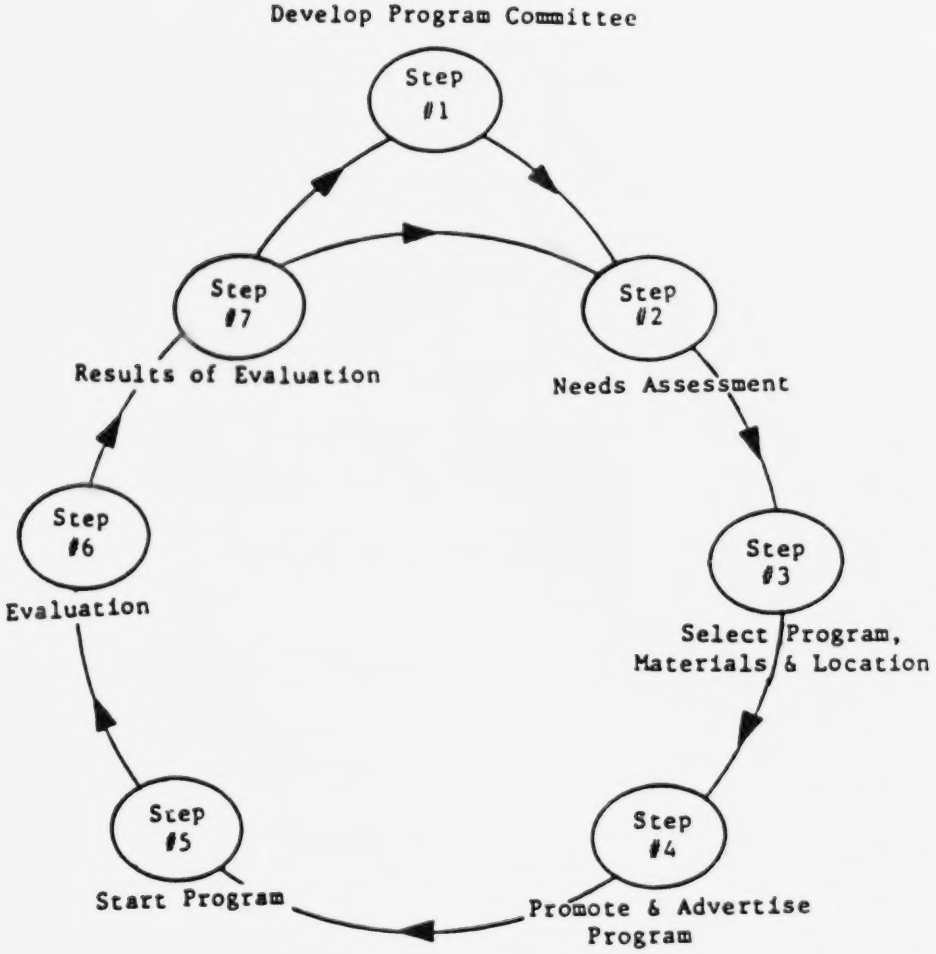
It can be easily demonstrated that the lack of planning can lead to poor or embarrassing results. For instance, what would happen if you forgot to order an important map for a hiking expedition and only realized it after you had started the hike? Another instance could be arriving at a training session with a new training film only to find out AFTER the session had started that it is the wrong film.

It becomes clear that you must plan carefully for any program. By taking all possible problems into consideration, you can avoid the program ending unexpectedly due to a) DISINTEREST, b) INEFFECTIVENESS or c) INCONVENIENCE. Sound planning reflects well on the person or persons running the program. It means the participants will respect the planner's abilities to run a well organized and effective program.

In this section, a seven (7) step circular model for program planning is presented. (See Figure 1)

FIGURE 1

A Model For PROGRAM PLANNING



THIS MODEL WILL NOT ONLY ASSIST FIRST TIME PLANNERS AS THEY CONSIDER, PREPARE, OR IMPLEMENT A PROGRAM, BUT IT MAY EVEN ENRICH THE CURRENT PROGRAMS ALREADY OFFERED BY A COMMUNITY, CENTER, OR ORGANIZATION.

THE LENGTH AND PURPOSE OF THIS SECTION DOES NOT PERMIT AN IN-DEPTH STUDY OF PROGRAM PLANNING. THE INTENT IS TO ENCOURAGE YOU, THE HUMAN SERVICE WORKER TO BECOME AWARE OF AND PARTICIPATE IN THE DECISION MAKING PROCESS OF PLANNING. IT IS ALSO DESIGNED TO MAKE YOU AWARE OF THE STEPS REQUIRED IN PLANNING AN EFFECTIVE PROGRAM, BEARING IN MIND THE DIVERSE BACKGROUNDS OF THE OLDER ADULTS INVOLVED.

IF YOU WOULD LIKE MORE INFORMATION RELATED TO THE TOPIC OF PROGRAM PLANNING, TWO TYPES OF RESOURCES HAVE BEEN MADE AVAILABLE FOR YOU. THESE RESOURCES WILL BE FOUND AT THE VERY END OF THE MODULE. THE TYPES OF RESOURCES ARE:

A) SELECTED READINGS (DIRECT TEXT REFERENCES) AND OTHER REFERENCES THAT CAN BE UTILIZED FOR A MORE IN-DEPTH STUDY ON THE TOPIC.

B) ADDITIONAL RESOURCES (AUDIOVISUAL MATERIALS) WHICH MAY PROVE VALUABLE TO YOU FOR DISCUSSION PURPOSES OR FURTHER STUDY.

LET US NOW BEGIN TO LOOK AT EACH STEP OF THE PROGRAM PLANNING PROCESS. REFER TO FIGURE 1 IF YOU WOULD LIKE A MEMORY REFRESHER.

THE BASIC STEPS IN PROGRAM PLANNING

STEP #1: DEVELOP A PROGRAM COMMITTEE

IN THE SOMEWHAT MORE TRADITIONAL OR FORMAL WAY OF DOING THINGS, THE FIRST STEP PRIOR TO THE PLANNING OF ANY PROGRAM IS TO ESTABLISH A PROGRAM PLANNING COMMITTEE. THIS COMMITTEE IS THE DECISION MAKING AND PROGRAM ORIENTED COUNCIL WHICH USUALLY CONSISTS OF REPRESENTATIVES OF THE COMMUNITY.

HOWEVER, NO TWO COMMITTEES ARE EVER ALIKE. FOR INSTANCE, IN A NURSING HOME, A PROGRAM COMMITTEE MAY BE A FEW INTERESTED STAFF MEMBERS WHO HAVE DECIDED TO START DEVELOPING PROGRAMS FOR THE RESIDENTS. THEY MAY HAVE COME TOGETHER AS FRIENDS OR CO-WORKERS TO DISCUSS POSSIBLE ACTIVITIES THEY COULD PLAN TO KEEP THE RESIDENTS INVOLVED AND ACTIVE. AS WELL, THE COMMITTEE COULD BE COMPOSED OF THE RESIDENTS THEMSELVES. PERHAPS THEY HAVE DECIDED TO DEVELOP THEIR OWN PROGRAMS. ANOTHER ALTERNATIVE IS THAT STAFF MEMBERS ALONG WITH THE RESIDENTS DECIDE TO FORM A PLANNING COMMITTEE. THERE ARE MANY ALTERNATIVES FOR DESCRIBING WHO MAKES UP A PLANNING COMMITTEE.

THE PEOPLE ON A COMMITTEE ARE USUALLY THERE BECAUSE OF:

**** THEIR INTEREST LEVEL IN THE DEVELOPMENT OF A PROGRAM.

**** THEIR SKILLS RELATED TO THE DEVELOPMENT OF THE PROGRAM.

**** THEIR KNOWLEDGE OF THE COMMUNITY (AND/OR PEOPLE LIVING IN THE SAME LOCALITY).

**** THE GROUP OR ORGANIZATION THEY REPRESENT.

A COMMITTEE IS USUALLY COMPRISED OF SEVERAL INDIVIDUALS WHO WOULD BEST REFLECT THE VARIOUS AREAS OF YOUR ORGANIZATION. AT LEAST ONE HALF OF THE TOTAL NUMBER OF COMMITTEE MEMBERS SHOULD BE RESIDENTS OR PEOPLE FOR WHOM THE PROGRAMS ARE DESIGNED.

A SAMPLE OF PROGRAM COMMITTEE MEMBERS COULD BE:

**** MEMBERS ELECTED OR VOLUNTEERED FROM THE OLDER ADULT POPULATION IN THE COMMUNITY OR PERSONAL CARE HOME.

**** AN ACTIVITY WORKER

**** A SOCIAL WORKER

**** A NURSE

**** AN ADMINISTRATOR

**** A VOLUNTEER WORKER

**** A REPRESENTATIVE FROM AN OUTSIDE INSTITUTION (I.E. AREA AGENCY ON AGING EMPLOYEES).

MANY PLACES HAVE A FORMAL PROGRAM COMMITTEE. THIS MEANS THAT MEMBERS ARE FROM VARIOUS LEVELS OF THE ORGANIZATION AND THERE IS A STRICT METHOD OR MODEL USED FOR DEVELOPING PROGRAMS. MEETINGS ARE USUALLY HELD ON A FORMAL BASIS AND PEOPLE WORKING ON THE COMMITTEE ARE GIVEN SPECIFIC TASKS. WHATEVER THE TYPE OF PROGRAM COMMITTEE IN YOUR PARTICULAR SITUATION, BEAR IN MIND THAT THERE IS ALWAYS ONE COMMON FACTOR; THEY ARE USUALLY COMPOSED OF AN INTERESTED GROUP OF PEOPLE WITH A MUTUAL GOAL.

ONE OF THE 'DUTIES' OF THE PROGRAM COMMITTEE' IS TO ESTABLISH COMMITTEE GOALS. A COMMITTEE GOAL IS SIMPLY THE AGREEMENT OF ALL COMMITTEE MEMBERS TO WORK TOWARDS A COMMON END. THIS COULD MEAN EVERYONE AGREEING TO WORK TOGETHER TO PROVIDE QUALITY SOCIAL INTERACTION FOR THE OLDER ADULTS INVOLVED OR PERHAPS THE MORE COMPLEX WRITING OF SHORT OR LONG TERM GOALS.

EITHER WAY, GOALS OF THE COMMITTEE ARE USUALLY ESTABLISHED (INFORMALLY OR FORMALLY) IN ORDER TO GIVE THE PEOPLE INVOLVED A SENSE OF DIRECTION, PURPOSE, AND COMMONALITY. IN SOME INSTANCES, A COMMITTEE MAY ALREADY BE FORMED. IN THIS CASE, IT IS ALWAYS GOOD TO BE AWARE OF WHO IS ON THE COMMITTEE AND THE GOALS THE COMMITTEE HAS ESTABLISHED.

A SAMPLE OF PROGRAM COMMITTEE GOALS COULD BE:

1) TO PLAN QUALITY PROGRAMS FOR THE OLDER ADULTS.
2) TO PLAN PROGRAMS BASED ON THE INTERESTS OF OLDER ADULTS.
3) TO ESTABLISH COMMUNICATION CHANNELS BETWEEN PARTICIPANTS AND PROGRAM PLANNERS.
4) TO OFFER A DIVERSITY OF PROGRAMS IN LINE WITH PARTICIPANT INTEREST.

CASE STUDY #1

THE FOLLOWING SECTION IS DESIGNED FOR USE WITH A VIDEO CASSETTE UNIT. IF THIS DOES NOT APPLY TO YOU PLEASE TURN THE PAGE AND CONTINUE ON BY READING THE CASE STUDY SECTION(S) OF THE MODULE.

IF YOU HAVEN'T USED THE VIDEO EQUIPMENT BEFORE, ADVISE THE RESOURCE PERSON: HE/SHE WILL DEMONSTRATE HOW TO USE IT.

INSTRUCTIONS FOR VIDEOTAPE (VCR) USE.

STEP #1: PRESS OR TURN THE POWER BUTTON ON.

STEP #2: PRESS THE <EJECT> BUTTON ON THE VIDEO TAPE PLAYER AND INSERT THE TAPE TITLED "PROGRAM PLANNING".

STEP #3: REWIND THE TAPE FULLY BY PRESSING THE REWIND OR <REW> BUTTON.

STEP #4: RESET THE COUNTER BUTTON TO ZERO (000).

STEP #5: PRESS THE FAST FORWARD OF <F FWD> BUTTON UNTIL THE FOLLOWING COUNTER NUMBERS_____APPEAR IN THE BOXES.

STEP #6:ONCE THE TAPE IS SET AT THIS NUMBER,_____ PRESS THE <PLAY> BUTTON TO BEGIN VIEWING THE CASE STUDY.

STEP #7: ONCE THE TAPE REACHES THE FOLLOWING NUMBER, ____ STOP THE TAPE.

STEP #8: YOU HAVE NOW FINISHED THIS CASE STUDY.

CASE STUDY #1

THE FOLLOWING CASE STUDY IS BASED ON THE STEPS OF THE PROGRAM PLANNING MODEL. IT IS DESIGNED TO HELP YOU IN THE UNDERSTANDING OF THE MATERIAL PRESENTED IN THIS SECTION.

GORDON ANCIENT, A REPORTER FROM A LOCAL T.V. STATION HAS BEEN SENT OUT TO THE SUNSET INN SENIORS RESIDENCE TO PROVIDE CONTINUOUS NEWS COVERAGE OF RECENT EVENTS TAKING PLACE THERE. HE IS NOW IN THE SENIORS' RESIDENCE LOUNGE AREA GETTING A FIRST HAND GLIMPSE OF THE SITUATION.

"HELLO. THIS IS GORDON ANCIENT REPORTING FROM THE SUNSET INN SENIORS RESIDENCE IN OUR LOVELY CITY. THERE HAVE BEEN NUMEROUS COMPLAINTS FROM ANONYMOUS CALLERS REGARDING THE LACK OF RECREATION HERE. THE ADMINISTRATION HAS STEPPED IN TO TRY AND RESOLVE THE SITUATION. MS. ROBERTA ROLLADE IS THE EXECUTIVE DIRECTOR AT THE SUNSET INN SENIORS RESIDENCE. MS. ROLLADE, HAS ANYTHING BEEN DONE AS YET ON THIS IMPORTANT ISSUE?"

"At this point, we're planning our work carefully before we work our plan. Meaning of course, I'm setting up a committee. It will be started with our Head Nurse Hardy as chairperson and include many others on it." points out Ms. Rollade.

"Can you as the administrator be sure you are in touch with the main line of thought among residents of this community?" Before Ms. Rollade can answer, an elderly woman breaks in to say, "I'd like to be in on that committee. I know just what I'd like to do."

"And your name is?" inquires Mr. Ancient, the reporter. "Viola Cambridge, and I'd just like to say that since I live here, I'd be perfect for the committee. I love to just go, go, go. Go out that is. We should have field trips and all sorts of excursions..."

"Thank you and pardon me, sir," the reporter turns to Mike, the janitor, "... but are you interested in forming the program committee?" Caught off guard, Mike hesitatingly replies, "Maybe, but... I'd like to help. See I'm in charge of maintenance in the building. I could give the group some advice."

STILL TRYING TO GET THE RESIDENTS' POINT OF VIEW, GORDON ANCIENT THANKS MIKE AND TURNS TO SOME OTHER PEOPLE.

"THANK YOU, AND YOU SIR, ARE YOU INTERESTED IN FORMING A PROGRAM COMMITTEE?" INQUIRES GORDON OF A VERY BUSINESS-LIKE LOOKING MAN. "MAYBE, BUT I'D LIKE TO SEE THEM GET ON WITH IT." THE MAN RESPONDS IMPATIENTLY. "SEEMS YOU COULD WASTE A LOT OF TIME HERE. IT MIGHT TAKE TOO MUCH TIME TO GET THIS STARTED."

GORDON LOOKS A BIT SURPRISED AT THIS ANSWER. HE QUICKLY CHECKS THE LOBBY OF THE SENIORS' HOME AND, DECIDING HE HAS OBTAINED ENOUGH OPINIONS ON THIS ISSUE FOR THE DAY, TURNS TO THE CAMERA AND SAYS, "WELL, THERE YOU HAVE IT. I'LL BE COVERING THIS IMPORTANT ISSUE SO STAY TUNED FOR FURTHER DEVELOPMENTS. I'M GORDON ANCIENT ON LOCATION AT THE SUNSET INN SENIORS RESIDENCE."

STEP #2: CARRY OUT A NEEDS ASSESSMENT.

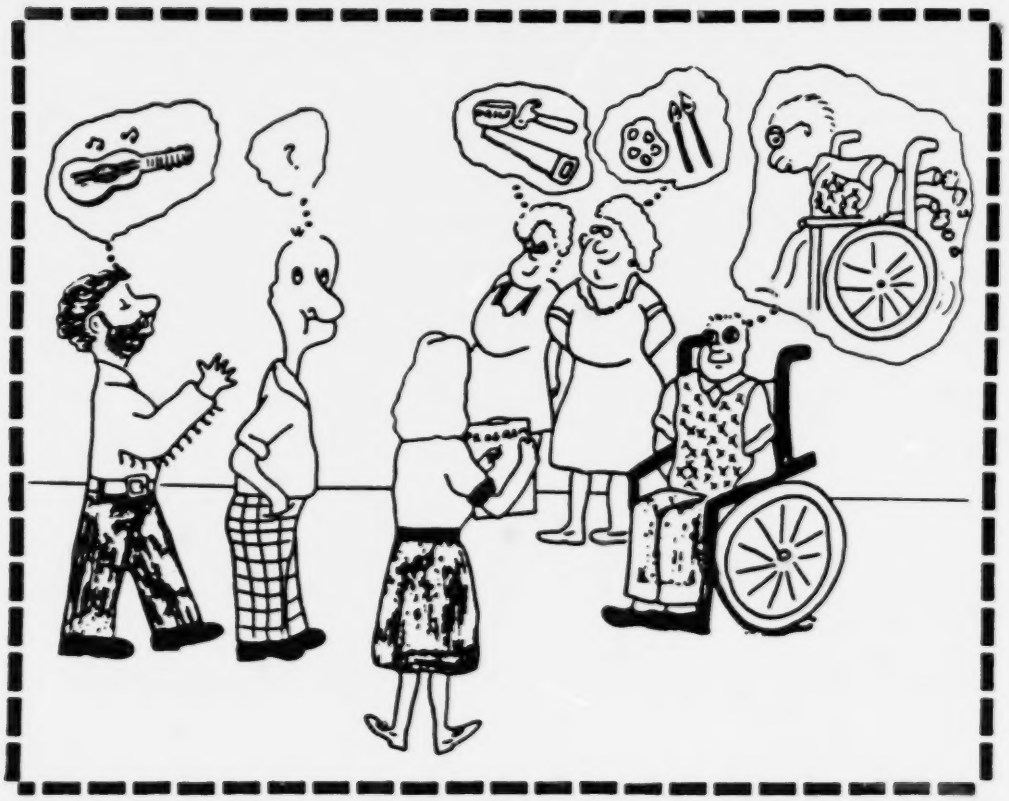
THE SECOND STEP OF PROGRAM PLANNING IS TO DETERMINE THE NEEDS OF THE POPULATION FOR WHOM YOU ARE WORKING. IT DOES NOT MAKE SENSE TO GO AHEAD WITH PLANS TO DEVELOP PROGRAMS ON TOPICS THAT THE PEOPLE YOU ARE INVOLVED WITH DO NOT NEED OR WANT.

FOR INSTANCE, YOU WOULD NOT WANT TO OFFER PROGRAMS ON CAR REPAIR TECHNIQUES IF YOUR POPULATION IS PREDOMINENTLY BEDRIDDEN OR LIVING WHOLLY WITHIN AN INSTITUTION. THEREFORE, BEFORE YOU CAN HELP DETERMINE THE NEEDS OF THE POPULATION WITH REGARDS TO PROGRAM PLANNING, YOU MUST BE AWARE OF THE CHARACTERISTICS OF THE PEOPLE INVOLVED. THE PROGRAM YOU WILL DEVELOP AND IMPLEMENT (OR HELP DEVELOP AND IMPLEMENT) SHOULD COMPLIMENT AND REFLECT THE CHARACTERISTICS OF THE PEOPLE WHO WILL USE IT.

A GOOD STARTING PLACE WOULD BE TO TAKE A LOOK AT THE CHARACTERISTICS OF THE OLDER ADULT POPULATION AND IDENTIFY COMMONALITIES AMONGST THEM. REFER BACK TO THE BEGINNING OF THIS MODULE FOR AN OVERVIEW OF THE GENERAL FACTORS AFFECTING THE OLDER ADULT. YOU MAY WANT TO GO BEYOND THE GENERAL ASPECTS OF THE PEOPLE INVOLVED AND CONDUCT A BRIEF SURVEY TO DETERMINE THEIR EXACT TRAITS, CHARACTERISTICS, AND EVENTUALLY THEIR NEEDS.

TAKE ANOTHER LOOK AT THE SURVEY IDEA. DON'T GET DISCOURAGED BY THE FANCY SOUND OF THE WORD 'SURVEY'. ALL IT REALLY MEANS IS GETTING A CLOSER LOOK OR GLIMPSE AS TO WHAT INTERESTS YOUR PARTICIPANTS. THIS CAN BE DONE USING A QUESTIONNAIRE FORMAT OR SIMPLY BY WORD OF MOUTH. ASKING QUESTIONS OFTEN PRODUCES INFORMATIVE ANSWERS.

Needs Assessment



SOME QUESTIONS TO CONSIDER ARE:

1) WHAT ARE THE BACKGROUNDS OF THE OLDER ADULTS INVOLVED? (CULTURAL, EDUCATIONAL)
2) WHAT DO THE PARTICIPANTS REALLY WANT IN PROGRAMS?
3) WHAT ARE THEIR INTERESTS?

ONCE THE INFORMATION IS OBTAINED, YOU WILL HAVE TO DO SOMETHING WITH IT. YOU SHOULD PRIORITIZE IT OR PUT IT IN ORDER OF IMPORTANCE. KEEP IN MIND THAT ONCE THE PRIORITY OF THESE INTERESTS HAS BEEN ESTABLISHED, IT MUST ALSO REFLECT THE NEEDS OF THE PARTICIPANTS.

CASE STUDY #2

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CASE STUDY #2

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"GOOD MORNING EVERYONE, GORDON ANCIENT HERE WITH THE LATEST DEVELOPMENTS IN THE RECREATION PROGRAM ISSUE AT THE SUNSET INN SENIORS RESIDENCE. THE OFFICIAL COMMITTEE HAS BEEN SET UP AND A NEEDS ASSESSMENT IS NOW IN PROGRESS. WE'LL JUST ASK A FEW RESIDENTS WHAT PROGRAMS THEY WOULD LIKE." TURNING TO AN ELDERLY FEMALE RESIDENT GORDON ENQUIRES, "HELLO, I'M WONDERING IF YOU HAVE THOUGHT OF A PROGRAM YOU WOULD BE INTERESTED IN ATTENDING?"

"NONE WHATSOEVER." REPLIES THE WOMAN. "I'M SO SICK OF CARDS AND KNITTING THAT I'D RATHER NOT TAKE PART THAN BE BORED. I DO LIKE THE COMPANY- BUT I HATE THAT TYPE OF BUSYWORK."

"OH...", SAYS GORDON ANCIENT OVERCOMING HIS SURPRISE. "YOU MUST HAVE SOME INTERESTS."

"Oh yes." replies the woman. "I just love the stockmarket and books an Economics. I always check on the stocks in the local paper but it's not complete. It would be nice to discuss the different aspects of money - even if we're on a fixed income."

"Seems like that would be a good idea. Gee, I thought you'd be knitting maybe some nice.....oh..oh well. Thank you." Gordon replies wistfully. As the woman moves away, Gordon catches sight of a man hovering in the background. "Here's another person whose ideas should be shared. Please say hello, give us your name and tell us of your interests."

The man, looking very amused, steps up to Gordon's microphone. "Hello...do we win anything if we guess the right program?" he inquires trying to hide a grin. "No, no, I don't think so...I, I think you just give your ideas." Gordon replies looking rather confused. "Then you don't need my name, right?" From the look on Gordon's face, the man quickly says, "I'm just joking, but I would like to see some programs that would help us participate in local activities or visit interesting spots like - oh- health clubs, indoor or outdoor golf tournaments..."

"Oh yes, like the Grain Exchange. Commodoties are so interesting." interrupts the woman who has first talked to Gordon. The man who has tried to pull Gordon's leg a bit turns and replies, "Well - maybe," turning back to Gordon for a final teasing comment, "maybe your T.V. station." Looking a bit taken aback, Gordon blurts out, "Well, not today." Ignoring Gordon, the man continues, "or just wrestling, hockey or other sports events. Hmm. How about a theatre visit?"

Muscling her way into the camera's view, Emily, a typical grandmother - senior type, explains her ideas. "I'd love to see us all with <u>other</u> people, you know - those who aren't seniors. Small children, teenagers, well, some anyway, and adults of different ages. I get sick of seeing the same people day after day."

"I'm other people." replies Gordon Ancient. "Yes", replies Emily with a twinkle in her eye, "but you're ...ANCIENT." "That's Gordon Ancient." the embarrassed reporter blurts out. "Well, that too." responds Emily. Continuing on, she says, "Well, we could volunteer to help out at the Children's Ward of a hospital, or maybe visit a daycare. People are forever volunteering to visit us, especially the ones who already have visitors. And we could knit...", before she can finish her sentence, Gordon interrupts with, "Do you do sweaters?" "Why yes." Emily starts to reply. "As a matter of fact...",

"Isn't it our turn yet?" interrupts Arnold, a wisecracking devil-may-care fellow. "I'd like to get a word in here... stop talking Emily, next thing you know you'll have knitted him one of those firehouse specials you make..."

"Oh, sorry sir," Gordon turns to see who is speaking. "Go ahead."

"What I'd really like to do is play cards, and my buddy here probably would too." says Arnold.

"I think I could go for that." his buddy George replies slowly while sitting in his wheelchair.

"Actually, all he's really interested in is sex!" comments Arnold. Everyone laughs while Gordon Ancient looks around nervously.

"Well no, what I said was... I'd like a date. Just a nice date." whispers George quietly. Arnold, looking delighted, says "You're mumbling George."

"I KNOW." ANSWERS GEORGE IN A LOUDER AND MORE POWERFUL VOICE. "IT'S JUST THAT EVEN THOUGH EVERYONE HERE THINKS IT'S STUPID, I'D JUST LIKE SOME FEMALE COMPANIONSHIP. EVER SINCE MY WIFE DIED... I'VE... I'VE MISSED HER... AND THE COMFORT. BUT I'M ON THE SPECIAL CARE FLOOR AND I HAVE A BIT OF DIFFICULTY GETTING AROUND." ANCIENT IS NOW LOOKING CONFUSED AND A FEMALE RESIDENT RESPONDS TO GEORGE'S COMMENTS.

"IT SOUNDS LIKE A FINE IDEA TO ME GEORGE." TURNING TO THE OTHER WOMEN IN THE AREA, SHE CONTINUES, "IN THAT CASE GIRLS, WE'LL PROBABLY NEED ONE OF THOSE COSMETOLOGY COURSES - MAYBE EVEN A COMPLETE MAKEOVER AND OUR COLORS DONE." EVERYONE APPLAUDS AND LAUGHS.

LOOKING OVER HIS SHOULDER, GORDON ENDS THE CONVERSATION WITH, "THIS IS GORDON ANCIENT, AN UNSUSPECTING REPORTER ON LOCATION AT THE SUNSET INN SENIORS RESIDENCE HOPING TO HAVE SOME MORE RESULTS (LOOKING BACK) ... AND MAYBE... (GLANCING AT EMILY) A SWEATER SOON."

STEP #3: SELECT A PROGRAM

YOUR INITIAL GROUNDWORK (LOOKING AT THE PARTICIPANTS CHARACTERISTICS, ASSESSING NEEDS), HAS PROBABLY GENERATED MANY IDEAS FOR EDUCATIONAL, SOCIAL, AND RECREATIONAL PROGRAMS. ADDITIONAL IDEAS CAN ALSO BE SOLICITED FROM A VARIETY OF SOURCES SUCH AS GROUP DISCUSSIONS WITH THE PARTICIPANTS, STAFF MEETINGS, ENCOUNTERS WITH THE PARTICIPANTS FAMILY MEMBERS AND ANY OTHER PERSON WITH WHOM ONE IS WELL ACQUAINTED.

DURING THE EARLY PLANNING STAGES (STEPS 1 & 2), THE NEEDS ASSESSMENT AND COMMITTEE GOALS SHOULD HAVE IDENTIFIED SOME IDEAS FOR PROGRAM DEVELOPMENT. THESE NEEDS AND INTERESTS ARE OFTEN DESCRIBED AS INSTRUMENTAL OR EXPRESSIVE. THE TERMS ARE DESCRIBED AS FOLLOWS:

A. INSTRUMENTAL: THE CONTENT AREAS THAT MEET THESE INTERESTS INCLUDE TOPICS ESSENTIAL TO THE DAILY LIVES OF OLDER ADULTS. EXAMPLES INCLUDE PROGRAMS WHICH FOCUS ON HEALTH, EXERCISE, NUTRITION, OR INSURANCE.

B. EXPRESSIVE: THE CONTENT AREAS THAT COVER THESE INTERESTS ARE THOSE THAT ALLOW THE INDIVIDUAL TO EXPLORE LIFE EXPERIENCES, IDEAS, AND PERSONAL THOUGHTS. OFTEN THESE AREAS ARE ENRICHING TO THE OLDER PERSON'S LIFE. PROGRAMS SUCH AS CREATIVE WRITING, GREAT RELIGIONS, AND

ARMCHAIR TRAVELLING ARE EXAMPLES OF THOSE WITH EXPRESSIVE CONTENT.

ONCE THE INITIAL DIVISION INTO INSTRUMENTAL AND EXPRESSIVE NEEDS HAS BEEN ESTABLISHED, THE CHALLENGE NOW IS TO ARRANGE THEM IN ORDER OF IMPORTANCE. THROUGH DISCUSSION WITH YOUR GROUP MEMBERS AND BY PLACING EACH NEED FOR EACH CATEGORY IN RANK ORDER OF IMPORTANCE, THE IMMEDIATE NEEDS WILL BE MORE CLEARLY VISIBLE.

CATEGORIZING THE PROGRAMS UNDER THESE HEADINGS CAN OFTEN HELP YOU ACHIEVE A GOOD BALANCE OF PROGRAM TYPES AND SATISFY THE DESIRES OF MANY PARTICIPANTS FOR A GOOD VARIETY OF PROGRAMS.

ONCE THE GOALS AND OBJECTIVES OF THE PROGRAM HAVE BEEN ESTABLISHED (THESE WOULD HAVE BEEN GENERATED BEFORE THE PROGRAM CONTENT HAS BEEN DECIDED UPON AND WOULD DIRECTLY REFLECT THE NEEDS OF THE PARTICIPANTS), THE GROUNDWORK OF THE PROGRAM HAS TO BE SET UP. THIS INCLUDES SETTING UP A BUDGET, SELECTING MATERIALS TO BE USED WITHIN THE PROGRAM, DESIGNING THE CONTENT OF THE PROGRAM, AND CHOOSING A SUITABLE TIME AND LOCATION. WE WILL LOOK AT THESE CONCEPTS ONE AT A TIME.

Setting appropriate goals and objectives

The program must have a focus or goal. Take care to ensure that the goals and objectives chosen are those of the participants, not those of the committee. After all, the program is for the older adults, not for the Program Committee. An example of a goal could be 'At the end of the program on Nutrition and the Older Adult, the participants will be able to select from a group of foodstuffs the foods which would give them the most nutritional value for their money.'

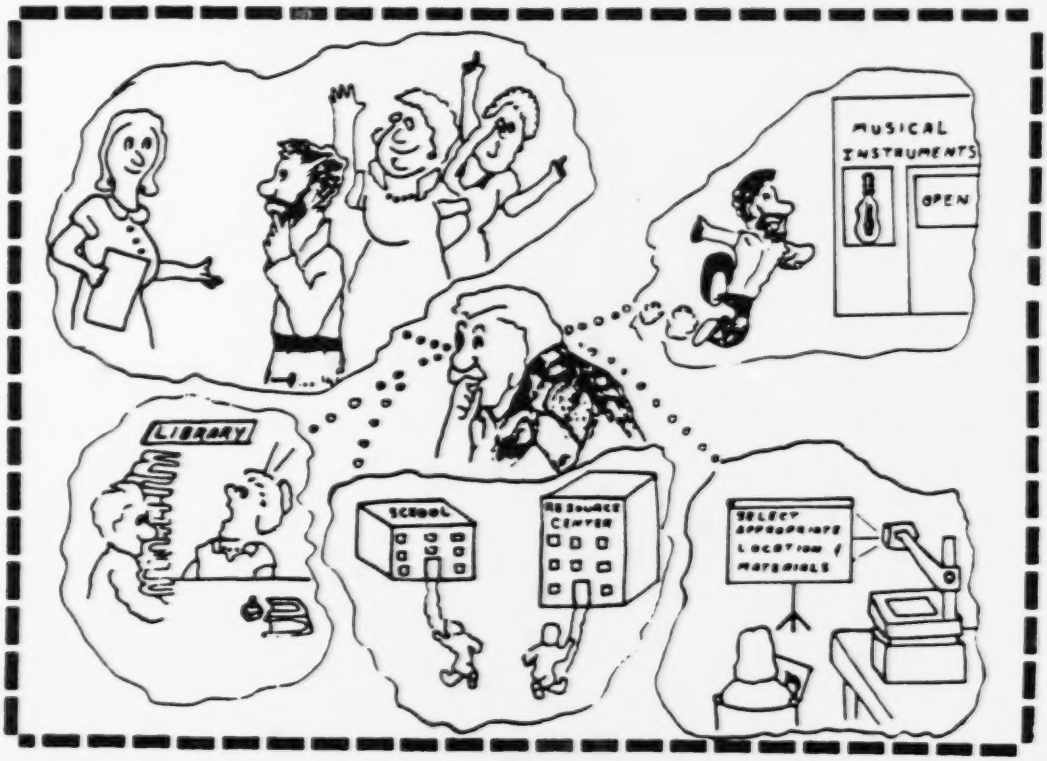
NOTE: If the initial goal cannot be met due to problems, a new goal should be set.

Budget

When considering a program for older adults, the costs of the program to the participants must be kept to a minimum. Take into consideration the socioeconomic status of the participants as well as the cost of the program to the community or organization which would be either supporting or sponsoring it. A person on a reduced income may benefit from certain programs but not if it means that one will have to do without certain basic items such as food for the next week or so in order to pay for it.

Gathering resources or materials for the program

Many programs will require the use of specialized materials. Every community has a wealth of resources that may be tapped in setting up a program. You may find ready made materials that can be used that will save you and the participants time and money. In other instances, materials already on hand may only need slight modification to make them suitable for your purposes. Remember, CREATIVITY is often the key to successful programs.



Gathering Resources

Design the content of the program

Designing the content of the program is dependent upon the availability and costs of equipment, materials, location, instructors, and number of participants (as well as their needs). When getting down to the finer points of actual program content, draw upon the expertise of many of the participants themselves.

The content must reflect the objectives and goals of the program. Keep in mind the physical characteristics of your participants. This will avoid the embarrassment of scheduling certain sessions dealing with areas of the program which would not apply to the people who have disabilities. For instance, you would not expect a group of older adults with poor vision to have to do a lot of reading in a dimly lit room.

Selecting an appropriate location

Choose a location that is accessible to all. A person in a wheelchair cannot be expected to find his/her way either up or down stairs in order to meet a group of friends for cardgames. Another point to remember is to try to get locations that are close to everyone involved and are free or inexpensive to rent. The type of space you will need will depend on the type of program to be offered.

QUESTIONS TO CONSIDER WHEN CHOOSING A LOCATION COULD BE:

A) WOULD THE SPACE BE COMFORTABLE FOR OLDER ADULTS?

B) IS THE LIGHTING, HEAT, AND VENTILATION ADEQUATE, OR IN SOME INSTANCES, MORE THAN ADEQUATE?

C) IS THE FURNITURE COMFORTABLE?

D) ARE THERE ELECTRICAL OUTLETS, COATRACKS, WASHROOMS, AND SPECIAL ROOMS AVAILABLE?

E) IS THERE SUFFICIENT SPACE AND EASY ACCESSABILITY FOR SEVERAL WHEELCHAIRS?

F) WILL THE SPACE BE FREE FROM INTERRUPTIONS?

G) HOW DO I GO ABOUT BOOKING IT?

H) IS TRANSPORTATION TO AND FROM THE SITE AVAILABLE?

CASE STUDY #3

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CASE STUDY #3

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"HELLO, THIS IS GORDON ANCIENT ON LOCATION AT THE SUNSET INN SENIORS RESIDENCE. THERE'S A MEETING IN PROGRESS TO DETERMINE JUST WHAT PROGRAM WILL BE THE INITIAL PROJECT. LET'S JOIN THE PEOPLE INVOLVED..." GORDON, WEARING A BRIGHT, RED, HAND-KNITTED SWEATER MOVES INTO THE MEETING ROOM WHERE THE EXECUTIVE DIRECTOR, MS. ROLLADE, IS JUST IN THE PROCESS OF DISCUSSING THE FACILITIES AVAILABLE AT THE RESIDENCE.

"THIS FACILITY HOUSES 200 RESIDENTS ON FIVE FLOORS AND HAS A TRIPLE CARE DESIGN. WE HAVE A PRIMARY UNIT OF BACHELOR SUITES FOR THOSE FULLY CAPABLE OF LIVING ON THEIR OWN BUT WHO FIND IT MORE COMFORTABLE, CONVENIENT, AND INEXPENSIVE AT THIS RESIDENCE. THE..." BEFORE SHE CAN FINISH, VIOLA CAMBRIDGE STATES, "SINCE WE HAVEN'T LOOKED OVER THE LIST YET, AND SINCE I AM CHAIRPERSON FOR THIS MEETING, LET'S SEE WHAT PEOPLE WANT BEFORE WE CONSIDER OUR FACILITY. MIKE, WOULD YOU PLEASE SET UP THE FLIP CHART PAPER?" VIOLA NODS TO MIKE AND HE SETS UP THE FLIP CHARTS, ONE LABELLED EXPRESSIVE, THE OTHER LABELLED INSTRUMENTAL. A VARIETY OF PROGRAMS ARE LISTED

ON EACH ONE. "LET'S ARRANGE THESE IN ORDER OF PRIORITIES", COMMENTS VIOLA WHILE MS. ROLLADE CONTINUES TO SAY THE FOLLOWING, "ALL OF OUR RESPONDENTS WHO WERE ABLE, REPLIED THAT THEY WOULD LIKE TO TRAVEL OUT MORE OFTEN, ESPECIALLY IN A GROUP. OF THOSE WHO FELT THEY HAD MORE OF A PROBLEM WITH MOBILITY, THEY RESPONDED THAT MORE OPPORTUNITIES FOR SOCIAL SITUATIONS WERE NECESSARY. HOWEVER, THIS ISN'T A CRUISE SHIP. I DON'T KNOW WHERE TO START. FUNDS ARE AVAILABLE FOR A BUS WITH A WHEELCHAIR LIFT AT LEAST ONCE A MONTH. I'LL MOVE THESE SUGGESTIONS TO REFLECT WHAT WE'VE SAID SO FAR." MS. ROLLADE RISES AND MOVES THE TITLES TRAVEL AND MOBILITY HIGHER UP ON THE FLIP CHARTS IN THAT ORDER OF IMPORTANCE AND TURNS TO COMMENT.

"I'VE PURPOSELY TAKEN OFF THE ONES FOCUSSING ON THE LEGAL SYSTEM SINCE I HOPE TO HAVE SOME QUALIFIED VOLUNTEERS COME IN AS SPEAKERS. I NEVER REALIZED SO MANY WERE INTERESTED."

ARNOLD BREAKS INTO THE DISCUSSION SAYING, "MAYBE PART OF OUR FIELD TRIPS COULD BE A VISIT TO THE SAFETY DEPOSIT BOX AND A LAWYER." EVERYONE LAUGHS. "WELL, I BELIEVE WE COULD TEAM UP WITH THE VOLUNTEER BUREAU FOR COMMUNITY SERVICE PROJECTS LIKE HELPING OUT IN CHILDREN'S WARDS OR DAYCARE CENTRES, AND FUNDRAISING FOR

THE HUMANE SOCIETY. THAT WOULD ONLY NEED ONE PERSON TO CO-ORDINATE," SAYS NURSE HARDY, THE HEAD NURSE AT THE RESIDENCE.

VIOLA ADDS, "FIELD TRIPS COULD COVER THE FOUR AREAS MENTIONED ON THE EASELS: SHOPPING, CULTURAL EVENTS, SPORTS EVENTS, AND TOURS. WITH CAREFUL PLANNING, WE COULD FIT TWO THINGS IN FOR EACH TRIP."

"I THINK BEAUTY AND COSMETICS BELONGS ON THE OTHER SIDE SINCE IT IS PART OF OUR DAILY LIVES", COMMENTS EMILY.

"WELL, IT BETTER BE OR GOOD OLD GEORGE IS GOING TO BE DISAPPOINTED. HEY, I THINK MASSAGE IS A PRIORITY!" ARNOLD REPLIES.

"ALRIGHT ARNOLD, BACK TO THE BASICS. DON'T WE HAVE A FEW RESIDENTS WHO WERE FORMER LAWYERS? BUT ON THE OTHER HAND, MIGHT HAVE SOME PROBLEMS WITH THAT... YOU KNOW, IF THEY'RE NOT UP TO DATE.... MAYBE SOME HAVE FAMILY MEMBERS WHO COULD VOLUNTEER THEIR SKILLS", SAYS VIOLA.

"YOU KNOW, NOW THAT I SEE IT, MASSAGE MIGHT BE AN IDEAL THING TO TEACH- ESPECIALLY FOOT AND BACK MASSAGE", RESPONDS NURSE HARDY.

"People want to get out as well", comments Emily. "Hey, we could do the massage on the bus. I'll say, 'Just put your hands on the shoulders of the person in front of you and get rid of that tension'. I'll sit in the front seat," says Arnold. Everyone laughs.

Mike adds, "We could do the films or videos very easily. I can set it up in a short time except for the chairs...takes a bit longer...come to think of it, the massage might work because we have mats, tables, and all that plus chairs, towels, and everything."

"Fifty gallons of baby oil is all it would cost", comments Arnold. Again, ,laughter is heard.

"Before we start though, I foresee having to ask a doctor's advice before teaching massage to patients with certain problems", adds Nurse Hardy. "What problems? Grumpiness?", Arnold remarks. "No, Arnold. Not that type of problem. I mean a person with a history of blood clots or swelling might have problems", says Nurse Hardy.

"Getting back to the trips, they must be affordable. We can't charge a fortune to a person with

HARDLY ANY INCOME. WE SHOULD LOOK FOR DISCOUNTS ON GROUP RATES. EVERYONE IS SO CRAZY ABOUT FIELD TRIPS I JUST KNOW THAT HAS TO BE THE ONE," STATES MS. ROLLADE. "IS THAT A MOTION?", VIOLA INQUIRES. MS. ROLLADE NODS, LOOKING AT SIX PEOPLE WITH THEIR HANDS RAISED. "ALL IN FAVOUR?", VIOLA INQUIRES AGAIN. SIX HANDS ARE RAISED AGAIN. "ANYTHING ELSE?" "MASSAGE, MASSAGE....WHERE IS THAT?", QUERIES ARNOLD. "VERY WELL, MASSAGE ALSO," STATES VIOLA AND SIX HANDS ARE RAISED AGAIN.

"COULDN'T WE DO BOTH? SINCE THERE'S NO COST FOR THE ONE. I ASKED THE PHYSIOTHERAPIST TO SHOW ME SOME STUFF AND HE DID... FOR MY SORE BACK. WITH ALL THE LIFTING I DO, WELL... I'M SURE HE'D SHOW US HOW", COMMENTS MIKE. "SOUNDS WONDERFUL. ALRIGHT THEN...BOTH!", EMILY DECLARES. MS. ROLLADE QUICKLY ADDS, "LET'S START BY FINDING OUT IF OUR PHYSIO WOULD DO THAT. THEN WE SHOULD BEGIN PHONING AROUND TO FIND PLACES WILLING TO DONATE FREE TICKETS AND DISCOUNTS FOR OUR TRIPS."

"LET'S SET SOME GOALS FOR THESE PROGRAMS", SAYS VIOLA.

"WELL", NURSE HARDY PONDERS, "FOR BOTH, ONE COULD BE ENJOYMENT."

"I SURE HOPE SO", STATES ARNOLD WITH A GRIN.

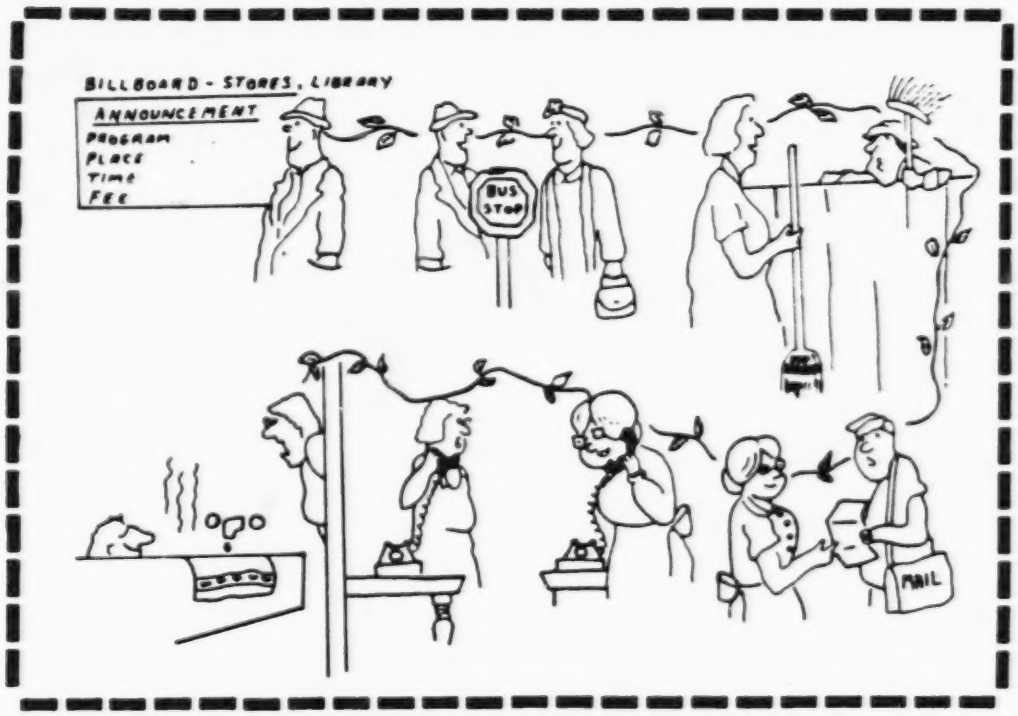
"AND FOR FIELD TRIPS IT COULD BE 'TO PROVIDE ACCESS TO PLACES AND EVENTS OF INTEREST FOR OUR RESIDENTS'", ADDS NURSE HARDY.

FROM THE OUTSKIRTS OF THE GROUP, GORDON ANCIENT CAN BE HEARD SAYING, "WELL, THEY'RE ALMOST FINISHED HERE. THIS IS GORDON ANCIENT SAYING 'THANK GOODNESS'. I'LL BE RETURNING WITH MORE NEWS AS SOON AS IT HAPPENS."

STEP #4: PROMOTE AND ADVERTISE

NOW THAT THE PROGRAM IS DECIDED UPON, HOW ABOUT SPREADING THE WORD TO LET EVERYONE KNOW WHAT YOU'RE DOING? A LOT OF TIME AND MONEY CAN BE SPENT ON PROMOTIONS AND ADVERTISEMENTS. WE ARE FLOODED WITH ADVERTISING EVERYTIME WE OPEN A MAGAZINE OR WATCH T.V. HOWEVER, WHEN ALL IS SAID AND DONE, SOME OF THE BEST ADVERTISING TO BE OBTAINED IS WHAT IS SAID FROM ONE PERSON TO ANOTHER. THE FAMOUS SONG BY MARVIN GAYE, "I HEARD IT THROUGH THE GRAPEVINE" SUMS IT UP QUITE NICELY. WORD OF MOUTH IS ONE OF THE OLDEST, FASTEST, AND MOST OFTEN USED METHOD OF PASSING ALONG NEWS.

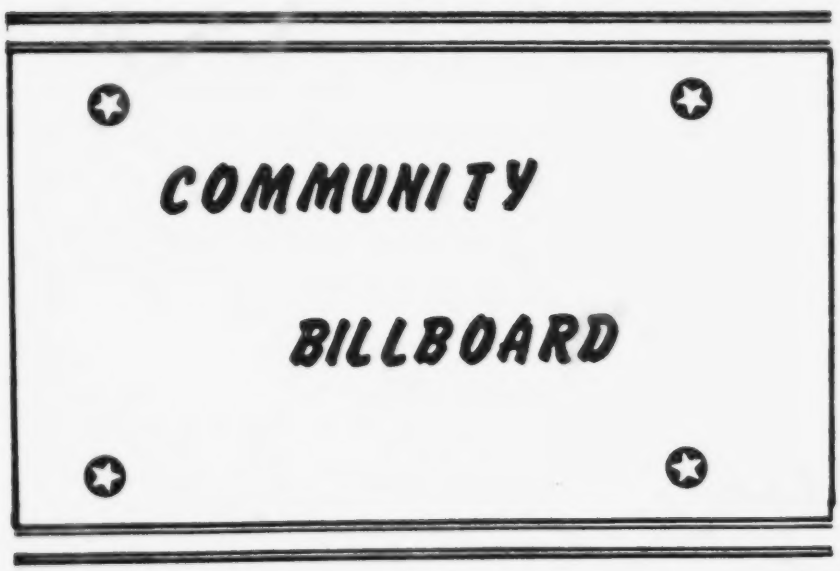
"I heard it



through the grapevine"

TALKING MAY BE ONE OF THE FASTEST AND OLDEST WAYS OF PASSING ALONG NEWS, BUT IT ISN'T ALWAYS THE MOST RELIABLE. OTHER WAYS YOU MIGHT CONSIDER FOR YOUR ADVERTISING NEEDS ARE:

- COMMUNITY BILLBOARDS
- NEWSPAPERS
- RADIO
- T.V. (COMMUNITY NEWS PROGRAMS)
- NEWSLETTERS
- PUBLIC SERVICE ANNOUNCEMENTS



YOU WILL WANT TO ADVERTISE YOUR PROGRAM. PLACE YOUR ADS AND NOTICES IN AREAS WHERE THE PEOPLE YOU WANT TO PARTICIPATE IN YOUR PROGRAM WILL SEE IT. INCLUDE SUCH THINGS AS:

- TIME
- PLACE (STATE WHEELCHAIR ACCESSIBILITY IF IT IS AVAILABLE)
- DURATION (LENGTH) OF PROGRAM
- COST (IF ANY)
- MATERIALS NEEDED
- PROGRAM CONTENT

INCLUDE IN YOUR AD EVERYTHING A PARTICIPANT NEEDS TO KNOW IN ORDER TO DECIDE WHETHER TO ATTEND OR NOT. YOU MAY WANT TO STATE HOW THE PROGRAM MAY BENEFIT THE OLDER ADULT IN RELATION TO EITHER NEW SKILLS LEARNED OR ELSE AN INCREASE IN AWARENESS ABOUT A CERTAIN TOPIC.

CASE STUDY #4

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STEP #6: ONCE THE TAPE IS SET AT THIS NUMBER,_____ PRESS THE <PLAY> BUTTON TO BEGIN VIEWING THE CASE STUDY.

STEP #7: ONCE THE TAPE REACHES THE FOLLOWING NUMBER, _____ STOP THE TAPE.

STEP #8: YOU HAVE NOW FINISHED CASE STUDY #4.

CASE STUDY #4

THE FOLLOWING CASE STUDY IS BASED ON THE STEPS OF THE PROGRAM PLANNING MODEL. IT IS DESIGNED TO HELP YOU IN THE UNDERSTANDING OF THE MATERIAL PRESENTED IN THIS SECTION.

"THIS IS GORDON ANCIENT ON LOCATION AT THE SUNSET INN SENIORS RESIDENCE. LISTEN TO THESE MESSAGES WHILE WE TAKE A SHORT BREAK."

GORDON SLOWLY FADES OUT OF RANGE OF THE T.V. CAMERAS AND A TELEVISION COMMERCIAL BEGINS TO PLAY.

THE COMMERCIAL INTRODUCES GEORGE IN A WHEELCHAIR WITH SOFT LIGHTING BY THE WINDOWS. IN THE BACKGROUND, THE SOUND OF GUITAR MUSIC IS HEARD GENTLY PLAYING THE SONG 'FEELINGS'. GEORGE, WEARING A SLEEVELESS UNDERSHIRT, IS HUNCHED AND TENSELY MOROSE AND SEEMS VERY SAD.

"FEELING LONELY, SAD, OR EVEN GRUMPY? JOIN OUR FUN. LEARN HOW TO RELAX TENSE MUSCLES AND FEEL BETTER. IT'S THE SUNSET INN MASSAGE COURSE", A NARRATOR'S VOICE IS HEARD SAYING. GEORGE BEGINS TO SMILE, CLOSING HIS EYES, LEANING BACK AND APPEARING TO BE ENJOYING THE MOMENT. A PAIR OF HANDS CAN BE SEEN ON GEORGE'S SHOULDERS. THE NARRATION CONTINUES WITH:

"TUESDAYS AND THURSDAYS OUR QUALIFIED PHYSIOTHERAPIST, ANTOINE, TEACHES MASSAGE TECHNIQUES FOR THE FACE, HANDS, AND FEET. THESE LESSONS FEATURE (EMILY IS NOW SEEN RUBBING GEORGE'S SHOULDERS) DISCUSSION, DEMONSTRATION AND ACTUAL PRACTICE (NOW ARNOLD IS SHOWN RUBBING EMILY'S SHOULDERS). TOWELS AND OIL ARE PROVIDED. SO JOIN US...(NOW EVERYONE IS SHOWN RUBBING EACH OTHER'S SHOULDERS) AT SIX P.M., TUESDAYS AND THURSDAYS AT THE SUNSET INN SENIORS RESIDENCE WHERE RELAXATION IS JUST A CLASS AWAY." THE SCENE ENDS WITH A CLOSE UP OF GEORGE SMILING, HIS EYES CLOSED. THEN, HE QUICKLY OPENS ONE EYE AND WINKS.

A SECOND COMMERCIAL IMMEDIATELY FOLLOWS WITH VIOLA STANDING IN FRONT OF THE WINDOW OUTSIDE THE SUNSET INN SENIORS RESIDENCE. WHILE VIOLA IS TALKING, THE SONG 'I COULD HAVE DANCED ALL NIGHT' IS PLAYING IN THE BACKGROUND.

"TRIP, TRIP, TRIP THE LIGHT FANTASTIC WITH US AS YOU JOIN OUR FAST GETAWAY TOURS. EVERY MONTH HOLDS A DIFFERENT SURPRISE. THIS MONTH IT'S A PLAY AT MAINSTAGE THEATRE IN THE AFTERNOON WITH A VENTURE TO A SHOPPING CENTRE WHERE A MEAL AND AN OPPORTUNITY TO SHOP ROUND OUT YOUR DAY."

"Next month features a change of pace hockey game and a stop at the Sports Federation's Hall of Fame. Other tours include the ballet, opera, museums, galleries, craft shops, and gift boutiques. And there's the all popular Christmas shopping tour. Including a light meal, most of our excursions cost about five dollars. Facilities for the disabled are available on every tour. See me, Viola Cambridge, at the Sunset Inn Seniors Residence for more information or call me at 123-4567. Fast, fun, and inexpensive, this is something you won't want to miss." The commercial ends with a shot of Viola wearing a hockey jersey.

"Well, there you have it folks. The seniors have started to plan programs for everyone's enjoyment. Why not pop in to the Sunset Inn Residence and join the fun. Until next time, this is Gordon Ancient on location at the Sunset Inn Seniors Residence."

It is not long after that the participants of the Massage Program begin entering the Sunset Inn Residence. To their surprise, a large 'Welcome' sign greets them at the entrance. However, that is not the only sign. The members are also pleased to see that other signs direct them through the building. There are signs showing them the way to the locker and changing rooms, to the rest

ROOMS, TO THE ROOM NUMBER WHERE THE COURSE IS BEING HELD AND SIGNS GUIDING THEM TO THE INFORMATION DESK. FOR THOSE WHO HAD NEVER BEEN IN THE BUILDING BEFORE, THE SIGNS HELP THEM FIND THEIR WAY TO THEIR CLASS WITHOUT ANY CONFUSION.

UPON ARRIVAL AT THE REGISTRATION DESK, THE PARTICIPANTS NAMES, ADDRESSES, AND TELEPHONE NUMBERS ARE RECORDED. FOR THOSE WHO HAD NOT PAID YET, FEES ARE TAKEN. SOME PEOPLE HAD TAKEN ADVANTAGE OF ADVANCE REGISTRATION WHICH OFFERRED A DISCOUNT ON THE COST OF THE COURSE.

DURING THE COURSE OF THE PROGRAM, THE PARTICIPANTS ARE REMINDED OF NEXT MONTH'S PROGRAM, "FAST- GETAWAY TOURS". IT IS ALSO FOLLOWED UP BY OTHER ANNOUNCEMENTS THAT PRE-REGISTRATION AND PROGRAM FEES ARE POSSIBLE IN ADVANCE OF THE SCHEDULED DATE. THEY ARE TOLD WHO TO CONTACT AND THAT IF ANYONE EXPRESSES AN INTEREST IN THE PROGRAM, THEY CAN OBTAIN ADDITIONAL INFORMATION ON THE LEAFLETS HANDED OUT AT THE REGISTRATION DESK.

THE PARTICIPANTS ARE ALSO REMINDED TO FILL OUT THE QUESTIONNAIRE PROVIDED ON THE FLIP SIDE OF THE INFORMATION LEAFLET. THIS IS IN ORDER TO ASSIST THE PROGRAM COMMITTEE WITH MAKING IMPROVEMENTS OR CHANGES IN THEIR PROGRAMS IN ORDER TO BETTER REFLECT THE NEEDS AND INTERESTS OF THE PARTICIPANTS.

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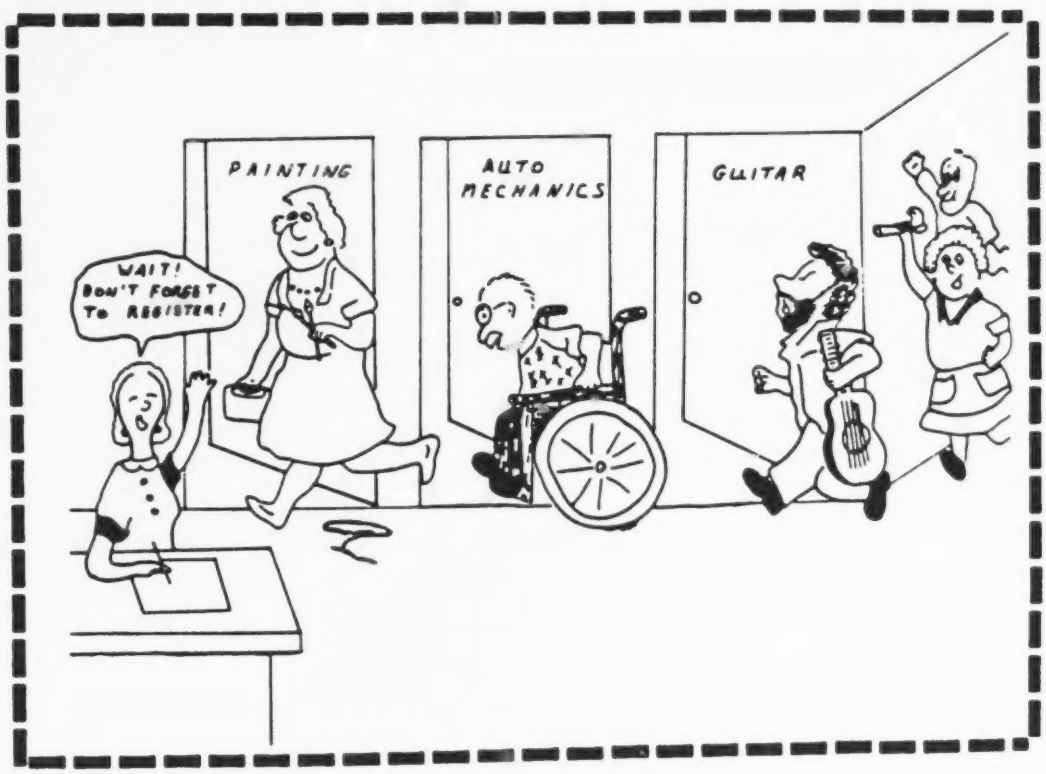
STEP #5: START THE PROGRAM

SO FAR, YOU HAVE DEVELOPED A PROGRAM COMMITTEE, CARRIED OUT A NEEDS ASSESSMENT, SELECTED A PROGRAM, AND THEN ADVERTISED THE PROGRAM FOR ALL TO KNOW ABOUT IT.

Start the Program!



YOU'RE NOT DONE YET. ALTHOUGH THE PROGRAM MIGHT BE UNDERWAY, YOU HAVE TO MAKE SURE THAT IT KEEPS ON RUNNING. HERE ARE A FEW POINTERS TO CONSIDER FOR KEEPING THE PROGRAM GOING:

- CONDUCT REGISTRATION. THIS WILL GIVE YOU A CHANCE TO GET THE NAMES OF EVERYONE PARTICIPATING IN THE PROGRAM, COLLECT FEES (IF ANY), AND OFFER MORE INFORMATION TO THE PARTICIPANTS ABOUT THE PROGRAM.
- SET UP A RESOURCE FILE USING THE PARTICIPANTS' NAMES FROM THE REGISTRATION.
- TALK TO THE PARTICIPANTS AFTER THE PROGRAM GETS GOING TO GET AN IDEA OF HOW THEY FEEL ABOUT THE PROGRAM.
- START TO CONSIDER ADDITIONAL PROGRAMS TO OFFER ONCE THIS ONE IS COMPLETED.

YOU MAY EVEN CONSIDER THE IDEA OF OFFERING YOUR PROGRAM TO HOMEBOUND OLDER ADULTS AS PART OF A COMMUNITY OUTREACH PROGRAM AND YOU WILL HAVE MORE IDEAS THAN THESE FOR KEEPING A PROGRAM GOING. SO SHARE THEM, TELL YOUR CO-WORKERS, AND WRITE THEM DOWN.

STEP #6: EVALUATION

EVALUATING YOUR PROGRAM IS AN IMPORTANT PART OF PROGRAM PLANNING. THE MOST COMMON REASON FOR EVALUATION IS TO DETERMINE THE EFFECTIVENESS AND POSSIBLE IMPROVEMENTS OF A PROGRAM. HOWEVER, THERE ARE OTHER REASONS FOR EVALUATING, SOME OF WHICH ARE:

- TO SEE IF NEW INTERESTS OR NEEDS HAVE DEVELOPED AMONGST THE PARTICIPANTS OF THE PROGRAM.
- TO GET FEEDBACK FROM THE PARTICIPANTS TO DETERMINE WHETHER OR NOT THEIR NEEDS HAVE BEEN MET.
- TO HELP IN THE PLANNING OF FUTURE PROGRAMS.
- TO EVALUATE THE LEADERS OR INSTRUCTORS OF THE PROGRAM.
- TO DETERMINE WHETHER TO RUN THE PROGRAM AGAIN.

AN EVALUATION CAN BE AS FORMAL AS HAVING INDEPENDENT AGENCIES REVIEW THE PROGRAM STARTING WITH THE GOALS AND ENDING WITH THE BUDGET OR, IT CAN BE AS INFORMAL AS SITTING DOWN WITH THE PARTICIPANTS (OR OBJECTIVE VIEWERS) AND GETTING THEIR FEEDBACK ON HOW THEY FELT ABOUT THE PROGRAM. THE INSTRUCTORS OR LEADERS OF YOUR PROGRAM MAY BE IN A BETTER POSITION TO JUDGE THE RESULTS OF THE PROGRAM SINCE THEY ARE THE CLOSEST TO THE PARTICIPANTS.

THE INVOLVEMENT OF THE PARTICIPANTS BECOMES EXTREMELY IMPORTANT IN THIS CASE. SELF-ASSESSMENT OR ASKING THEMSELVES QUESTIONS ABOUT THE PROGRAM CAN HELP IN DETERMINING WHETHER OR NOT THEY HAVE MET THEIR PERSONAL OBJECTIVES.

EVALUATION CAN TAKE MANY FORMS. IT CAN RANGE FROM QUESTIONNAIRES AND WRITTEN FORMS TO GROUP MEETINGS, DISCUSSIONS, GENERAL OPINIONS, OR INDIVIDUAL INTERVIEWS (KNOWLES, 1980). HOWEVER, A GOOD RULE TO KEEP IN MIND IS THAT THE MORE SPECIFIC YOUR QUESTIONS ARE, THE MORE RELIABLE YOUR INFORMATION WILL BE.

SOME QUESTIONS TO CONSIDER WHEN CONDUCTING AN EVALUATION ARE:

- WERE THE PARTICIPANTS PLEASED WITH THE CONTENT OF THE PROGRAM?
- DID THE PARTICIPANTS GET WHAT THEY EXPECTED OUT OF THE PROGRAM?
- COULD THE INSTRUCTIONAL MATERIAL BE IMPROVED?
- DID THE PROGRAM LEADER PROVIDE THE NECESSARY ASSISTANCE FOR INDIVIDUAL PARTICIPANTS?
- WHAT CHANGES WOULD THE PARTICIPANTS LIKE TO SEE IN THE PROGRAM FORMAT (TIME, DAY, LOCATION) ?
- DID THE PROGRAM ATTAIN ITS OBJECTIVES?

STEP #7: RESULTS OF EVALUATION

WE HAVE JUST CONDUCTED AN EVALUATION OF OUR PROGRAM. SO, WHAT'S NEXT? IF YOU HAVE GATHERED DATA FROM THE VARIOUS QUESTIONNAIRES, INTERVIEWS, OR GROUP DISCUSSIONS, YOU ARE PROBABLY WONDERING "WHAT DO I DO WITH THIS INFORMATION?"

FOR ONE THING, IF YOU DON'T DO SOMETHING WITH IT, THEN THERE WOULD NOT HAVE BEEN ANY REASON TO COLLECT IT IN THE FIRST PLACE. HOWEVER, BY NOW YOU SHOULD KNOW OF MANY REASONS WHY IT IS IMPORTANT TO DO SO. IF YOU WANT TO REFRESH YOUR MEMORY, CHECK BACK TO STEP #6: EVALUATION.

BASED ON YOUR EVALUATION RESULTS, THE PROGRAM PLANNING COMMITTEE MUST DECIDE THE NEXT STEP. THIS MIGHT MEAN ANYTHING FROM THE COMPLETE REVIEW OF THE PROGRAM'S BUDGET TO THE STOPPING OF THE PROGRAM OR THE STARTING OF A BRAND NEW ONE. WHATEVER YOU DECIDE, YOU MUST GO BACK TO STEP #1: DEVELOP A PROGRAM PLANNING COMMITTEE, OF THE PROGRAM PLANNING MODEL BEFORE YOU CAN ATTEMPT ANYTHING ELSE.

THE MODEL IS A CIRCULAR MODEL. AS YOU FINISH STEP #7: EVALUATION, YOU ARE READY TO START STEP #1: DEVELOP A PROGRAM PLANNING COMMITTEE AGAIN. HOWEVER, IT MIGHT

BE THAT YOU DO NOT HAVE TO DEVELOP A NEW COMMITTEE. IF THE ONE IN EXISTENCE IS WORKING FINE, THEN YOU WOULD START WITH STEP #2: NEEDS ASSESSMENT.

THE PROGRAM PLANNING MODEL PRESENTED HERE IS ONE WHICH ADOPTS A CONTINUOUS CYCLE APPROACH. IT IS HOPED THAT YOU FOUND IT EASY TO FOLLOW AND VERY INFORMATIVE. NOW THAT YOU ARE FAMILIAR WITH THE PROGRAM PLANNING PROCESS, HAVE FUN AND 'HAPPY PLANNING'.

CASE STUDY #5

THE FOLLOWING SECTION IS DESIGNED FOR USE WITH A VIDEO CASSETTE UNIT. IF THIS DOES NOT APPLY TO YOU PLEASE TURN THE PAGE AND CONTINUE ON BY READING THE CASE STUDY SECTION(S) OF THE MODULE.

IF YOU HAVEN'T USED THE VIDEO EQUIPMENT BEFORE, ADVISE THE RESOURCE PERSON: HE/SHE WILL DEMONSTRATE HOW TO USE IT.

INSTRUCTIONS FOR VIDEOTAPE (VCR) USE.

STEP #1: PRESS OR TURN THE POWER BUTTON ON.

STEP #2: PRESS THE <EJECT> BUTTON ON THE VIDEO TAPE PLAYER AND INSERT THE TAPE TITLED "PROGRAM PLANNING".

STEP #3: REWIND THE TAPE FULLY BY PRESSING THE REWIND OR <REW> BUTTON.

STEP #4: RESET THE COUNTER BUTTON TO ZERO (000).

STEP #5: PRESS THE FAST FORWARD OR <F FWD> BUTTON UNTIL THE FOLLOWING COUNTER NUMBERS_____APPEAR IN THE BOXES.

STEP #6: ONCE THE TAPE IS SET AT THIS NUMBER,_____ PRESS THE <PLAY> BUTTON TO BEGIN VIEWING THE CASE STUDY.

STEP #7: ONCE THE TAPE REACHES THE FOLLOWING NUMBER, _____ STOP THE TAPE.

STEP #8: YOU HAVE NOW FINISHED CASE STUDY #5.

CASE STUDY #5

THE FOLLOWING CASE STUDY IS BASED ON THE STEPS OF THE PROGRAM PLANNING MODEL. IT IS DESIGNED TO HELP YOU IN THE UNDERSTANDING OF THE MATERIAL PRESENTED IN THIS SECTION. READ THE FOLLOWING SCRIPT. THEN ANSWER THE QUESTIONS THAT FOLLOW.

THE SCENE IS IN THE LOUNGE AREA OF THE SUNSET INN AND MS. ROLLADE IS STANDING CLOSE BY THE REPORTER, GORDON ANCIENT. BY NOW GORDON IS SPORTING A BRIGHT RED, HAND KNITTED TOQUE AND SCARF, AS WELL AS THE SWEATER HE HAS PREVIOUSLY WORN.

"THIS IS GORDON ANCIENT AT THE SUNSET INN SENIORS RESIDENCE. PRESENTLY A POLL IS BEING CONDUCTED TO EVALUATE THE TWO PROGRAMS OFFERED HERE. MS. ROBERTA ROLLADE IS THE ADMINISTRATOR AND FACILITATOR OF THIS PROJECT. MS. ROLLADE, CAN YOU TELL US HOW YOU RATE THE PROGRAMS?"

"WELL, I TOOK THE MASSAGE COURSE AND LOVED IT. IT WILL BE DIFFICULT TO FIND SOMETHING AS INEXPENSIVE AND POPULAR TO REPLACE IT. THE TRIPS WERE VERY WELL RECEIVED BUT I FOUND IT DIFFICULT TO KEEP THE COST DOWN. IT WAS RATHER CUMBERSOME TO MAKE ALL THOSE ARRANGEMENTS AND A TREMENDOUS AMOUNT OF WORK. BUT IT WAS WORTH IT." GORDON ANCIENT ACKNOWLEDGES MS. ROLLADE'S COMMENT WITH A NOD AND TURNS TO EMILY FOR HER OPINION. "AND HOW WAS YOUR....?" EMILY BREAKS IN AND SAYS, "I LOVED THE

SHOPPING AND THE BALLET. SOME DAYS IT WAS A BIT TIRING. BUT LIKE MS. ROLLADE, I FEEL IT WAS WELL WORTH IT. I LOVED THE PRE-ARRANGED MEALS SO WE COULD DINE OUT INEXPENSIVELY."

"AND HOW ABOUT YOU...?", ASKS ANCIENT TURNING TO ARNOLD. "JUST WONDERFUL. REAL NICE. AND ROLLADE THERE GOT IN SOME EXPERTS ON A ONCE A MONTH BASIS TO TAKE CARE OF SOME OF THE OTHER TOPICS. GEORGE AND I ARE PLEASED. I THINK IT'S PEPPED US UP A BIT", ARNOLD REPLIES.

"WELL, DID ANYONE JUST HATE IT?", INQUIRES ANCIENT AS EVERYONE CROWDS IN AROUND HIM. "I DID A LOT OF EXTRA WORK FOR SET UP ON MASSAGE DAYS....BUT I ALWAYS GOT A BACKRUB AFTER", SAYS MIKE.

"THAT DOESN'T SOUND TOO BAD", COMMENTS ANCIENT. "ACTUALLY", NURSE HARDY RESPONDS. "I GOT A FEW COMPLAINTS ABOUT THE FOOD AND THE WEATHER AS WELL AS THE UNCOMFORTABLE SEATS IN THE ARENA."

"WERE THERE ANY OTHER PROBLEMS?", INQUIRES ANCIENT. "IF IT HADN'T BEEN FOR THE OTHER AREAS, LAWYERS, SPEAKERS AND VOLUNTEER COMMUNITY SERVICE, WE WOULD HAVE NEEDED MANY MORE PROGRAMS", ADDS VIOLA. "DO YOU AGREE WITH THAT?", ASKS ANCIENT TURNING TO EMILY.

"OH, YES. MS. ROLLADE AND THE VOLUNTEER BUREAU HELPED ME TO GET ON AT THE CHILDREN'S WARD. AND I KNITTED BABY BOOTIES AND BONNETS. IT WAS VERY NICE".

"What about you? Were you satisfied with the program?" inquires Ancient as he turns to the business-like woman.

"At first no. I was so sure the Economics and Stocks course was ignored. But our library started subscribing to the business newspapers as soon as they found out about my interests. Also, my massage partner is a former commodities expert." Ancient, then proceeds to sum up his scoop and ends the interviews.

At a committee meeting the same day, the results from the programs are tabulated and analyzed. The results have been received from many sources. Some come from the questionnaires circulated in the program meetings, others by mail, and still others by word of mouth.

The executive-director first congratulates everyone for the successful completion of the program and for their dedicated hard work. She also apologizes for one member who was not able to attend due to an illness. She then goes on to say that since a Program Committee has already been established, perhaps they could move directly to step number two of the Program Planning Model, NEEDS ASSESSMENT for the setting up of more programs.

It seems that everything is going just perfectly, but as the meeting progresses, shortcomings are apparent

IN THE PROGRAMS OFFERED EVEN THOUGH THEY ARE ORIGINALLY DEEMED SUCCESSFUL. THESE SHORTCOMINGS ARE BROUGHT TO MS. ROLLADE'S ATTENTION BY SEVERAL INDIVIDUALS. SOME OF THE POSITIVE RESULTS RECEIVED SHOW THAT, (A) PARTICIPANTS ARE HAPPY TO KNOW THAT SOMEONE IS CONCERNED ABOUT LOOKING AFTER THE QUALITY OF CARE PROVIDED AND VALUE OF THE PROGRAMS, AND (B) THAT THE VOLUNTEER BUREAU IS HAPPY WITH EMILY'S WORK WHILE AT THE SAME TIME THEY ARE LEARNING OF THE GOALS OF SUNSET INN'S PROGRAM COMMITTEE.

THE VOLUNTEER BUREAU DECIDES TO FIND VOLUNTEERS WHO HAVE IDEAS COMPATIBLE WITH THE GOALS OF THE PROGRAM COMMITTEE AND WHO ARE EAGER TO HELP OUT. ALSO, OTHER PEOPLE EXTERNAL TO THE BUREAU EXPRESS AN INTEREST IN GETTING INVOLVED. SOME OF THESE ARE THE LOCAL RESIDENTS WHILE OTHERS ARE RECOGNIZED THROUGH THE QUESTIONNAIRES GIVEN TO NON-RESIDENT PARTICIPANTS.

SOME OF THE NEGATIVE RESULTS SHOW THAT MIKE, THE JANITOR, HAS MORE WORK THAN USUAL. HOWEVER, SINCE OTHERS EXPRESS AN INTEREST IN HELPING OUT, MIKE PROBABLY CAN NOW GET A HELPING HAND FOR SUCH OCCASIONS.

OTHER RESULTS INDICATE THAT FOOD, WEATHER AND SEATING ARRANGEMENTS ARE A PROBLEM. PERHAPS AGAIN, THEY WOULD BE ABLE TO FIND SOMEONE ELSE TO HELP THEM OUT. FOR EXAMPLE, IF THEY HAVE EXTRA VOLUNTEERS AVAILABLE SOMEONE MIGHT BE ABLE TO GO OUT TO CHECK IF THE SEATING

ARRANGEMENTS ARE APPROPRIATE.

FINALLY, THE COMMITTEE HAS DIFFICULTY IN KEEPING THEIR COSTS DOWN. BUT SINCE THEY HAVE LITTLE EXPERIENCE IN THESE MATTERS, THEY ARE ALSO DETERMINED THAT (A) IT IS USEFUL TO MEET REGULARLY FOR EVALUATION PURPOSES AND THAT THE RESULTS GIVE THEM A CHANCE TO ANALYZE THEIR BUDGETS AND MODIFY THEIR GOALS. FURTHERMORE, IT ALSO HELPS THEM PREPARE FOR THE ANNUAL BUDGET REPORT.

AFTER ANALYZING THE RESULTS, IT IS DECIDED THAT MORE FUNDS WILL BE ALLOCATED FOR OFFICE SUPPLIES, MAILING COSTS FOR FUTURE EVENTS AND ANY OTHER COSTS ASSOCIATED WITH PROMOTION AND ADVERTISING. ON THE WHOLE, THE COMMITTEE FINDS THE INFORMATION USEFUL AND VITAL TO THEIR FUTURE PLANNING.

THE NEXT DAY, GORDON ANCIENT GIVES HIS LAST LIVE INTERVIEW AT THE SENIORS RESIDENCE.

"WELL, ALL'S WELL THAT ENDS WELL. I GUESS THE MOTTO HERE IS PLAN YOUR WORK THEN...." BEFORE HE CAN FINISH HIS STATEMENT, ALL OF THE SENIORS AROUND HIM SHOUT IN UNISON, "....WORK YOUR PLAN". ANCIENT, SLIGHTLY DEAFENED BY THIS REACTION, FINALLY CLOSES HIS NEWSCAST.

"THIS IS GORDON ANCIENT REPORTING FROM THE SUNSET INN SENIORS RESIDENCE."

APPENDIX

Selected Readings

Community Therapy Services of Manitoba. (undated). Guide to Activities of Daily Living.

Knowles, S. Malcolm. (1980). The Modern Practice of Adult Education:From Pedagogy to Andragogy. Revised and Updated, Follett Publishing Company/Chicago.

Wakaruk, Donna and Ursel, Bill. (1982). Inventory Of Volunteer Management:Effective Methods Of Program Development. Volunteer Centre of Winnipeg, September, Winnipeg, Manitoba, Canada.

Williams, Janice Lake and Janet Downs. (1984). Educational Activity Programs For Older Adults:A 12-Month Idea Guide For Adult Education Instructors And Activity Directors In Gerontology. New York, Haworth Press, 292 pp.

Additional Resources

Place: National Film Board of Canada
245 Main St.
Winnipeg, Manitoba, R3C 1A7

Priory the Only Home I've Got

The Priory is a public extended-care hospital in Victoria, B.C., for people suffering from chronic geriatric illnesses. Treatment is innovative. It is based on the theory that even the ordinary activities of a patient's life contain elements of therapy. The film shows us how patients are encouraged to do as much as they can for themselves despite their confinement to wheelchairs.

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29 minutes, sd., colour, 1978, motion picture, NFB

The Vacant Lot

The charming story of how a group of 176 senior citizens managed to transform a useless vacant lot in Montreal into a garden of delights-vegetables, flowers and parties. But the garden means much more to them than what it produces. It has completely changed their attitude about inactivity and retirement.

16minutes:55seconds 106C 0177 147

Additional Resources Cont'd

Place: National Film Board of Canada Cont'd

The Business of Aging

The Business of Aging is a sobering look at the living and working conditions that exist in many Canadian nursing homes. The residents, many of them elderly women, slowly deteriorate because of a lack of stimulating programs and individual attention. Often, even their physical needs are badly served as employees, again mainly women, try to make do, in spite of inadequate facilities, training, supervision and personnel.

The main reason for these conditions seems to be the desire to cut costs: to minimize government expenditures in publicly-run homes and to maximize profits in homes owned by private operators. Society's responsibility toward the elderly and chronically ill, and the necessity for government to establish and enforce standards of decent care are emphasized in the film by residents and their families, employees, nurses and community workers. In a society like ours that is gradually aging, these issues cannot be ignored.

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26 minutes, 35seconds 106C 0181 055

Acknowledgements

The Elderly Service Workers' Training Project wishes to express appreciation of the following individuals whose knowledge and expertise in the aging sector has contributed to the overall effort of the Project.

Content Advisory Committee

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Ms. Donna Morrison, Coordinator, Gerontology Community Workers Program.
Ms. Margaret Redston, Standards Officer, Manitoba Health Services Commission, Long Term Care Programs.
Ms. Nicole Schmid, Director of Social Services, R.S.W. Centre Hospitalier Tache Nursing Home.

Actors and Actresses

Ms. Doris Benson
Mr. Will Dickson, Director, Studio 2 Theatre Group
Ms. Margaret Downie
Mr. Sheldon Fink
Ms. Primrose Hopkins
Ms. Sheila Maurer
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ADDITIONAL TRANSPARENCY SLIDES WERE MADE AVAILABLE BY:

MANITOBA DEPARTMENT OF HEALTH, HOME ECONOMICS
MANITOBA HEART FOUNDATION

TITLES OF THE TRAINING PROJECT'S MODULES

BLOCK A: BASIC KNOWLEDGE OF AGING PROCESS

A.1 PROGRAM PLANNING FOR OLDER ADULTS
A.2 STEREOTYPES OF AGING
A.3 HUMAN DEVELOPMENT ASPECTS OF AGING
A.4 SOCIAL ASPECTS OF AGING
A.5 PHYSIOLOGICAL ASPECTS OF AGING
A.6 DEATH AND BEREAVEMENT
A.7 PSYCHOLOGICAL ASPECTS OF AGING
A.8 CONFUSION AND THE OLDER ADULT
A.9 NUTRITION AND THE OLDER ADULT
A.10 LISTENING AND THE OLDER ADULT

BLOCK B: CULTURAL GERONTOLOGY

B.1 UKRAINIAN CULTURE
B.1.1 COMMUNICATION AND ADJUSTMENT
B.1.2 COMMUNICATION AND ADJUSTMENT

B.2 GERMAN CULTURE
B.2.1 COMMUNICATION AND ADJUSTMENT

B.3 FRENCH CULTURE
B.3.1 COMMUNICATION AND ADJUSTMENT

B.4 NATIVE CULTURE
B.4.1 COMMUNICATION AND ADJUSTMENT
B.4.2 COMMUNICATION AND ADJUSTMENT

BLOCK C: WORK ENVIRONMENT

C.1 WORK ENVIRONMENT I

NOTE: MOST MODULE'S ARE AVAILABLE IN TWO FORMATS:

A) PRINT FORMAT

OR

B) INTERACTIVE VIDEO (COMPUTER ASSISTED TELEVISION) FORMAT

RESOURCE MATERIALS:

HANDBOOK OF SELECTED CASE STUDIES
USER'S GUIDE